**The STAR Project is coming to South Dakota**

**Should YOUR program participate?**

**What is STAR?**

STudent Achievement in Reading (STAR) is a comprehensive reading reform initiative for implementing evidence-based reading instruction for intermediate-level adult learners.

**Who should participate?**

Are your intermediate level readers stuck? Do you have instructors who teach reading, but aren’t certified as reading teachers? WIOA law specifies that “the essential components of reading instruction” be incorporated into instruction including alphabetics, fluency, vocabulary, and reading comprehension. Do you know how to do this?

We are recruiting local program teams to participate in STAR training. Each team must include an administrator (or someone with authority to make decisions and changes at the program level and one or more instructors per program team. Instructors will need to be working with adult students reading at grades 4 – 8.9 (NRS levels 3 and 4) throughout the training because part of the training is implementing what is learned in your classroom. Students can be ABE or ESL, but ESL students need to have a TABE reading test and score at grade equivalency of 4 – 8.9.

**What is involved in the training?**

This is an intense training spread over 9 months. There are two 1-day meetings and 23 online modules that you will work through on your own. The modules are engaging and interactive and contain resources and video clips of techniques in action in adult education classrooms. Some modules include assignments to try out what you learned in your classroom and sharing plans and reflections about that implementation.

**When is the training? (Tentative Schedule)**

* Initial training registration due by December 14, 2019
* Kickoff webinar February 28, 2019 2:30-4:00 PM Central Time
* Face-to-Face #1 April 11, 2019
* Face-to-Face #2 July 8, 2019 (Summer Summit)
* Coaches' webinar August 1, 2019
* Training complete by October 3, 2019

**What support will be available?**

* Mileage and meals for 2 Face-to-Face Trainings are the program responsibility
* Additional time and effort is to be covered by programs including diagnostic reading assessment materials (Each instructor needs a copy of the [Bader Reading and Language Inventory](https://www.pearson.com/us/higher-education/program/Bader-Bader-Reading-Language-Inventory-7th-Edition/PGM45710.html?tab=order)), substitutes to replace those attending training events, additional planning time, follow-up support activities, and other instructional or professional resources.
* STAR trainers and the South Dakota Professional Development Team will support programs throughout the training.

**How do we apply?**

Complete the application as a program team and submit either online at: <https://goo.gl/forms/z3NZ53U4HZFKccIE2> or use the attached paper application and send to Kim.Olson@CornerstonesCareer.com. The groups will be decided based on responses to application questions, support and buy-in from the program, commitment, and appropriate levels of students.

Please direct questions to Kim.Olson@CornerstonesCareer.com.

**STudent Achievement in Reading (STAR) Application**

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|  | **Submit Responses Here** |
| **AEL Program:**  |  |
|  |  |
| **Name of Administrator applying:** |  |
| **Email:**  |  |
| **Phone:** |  |
|  |  |
| **1st Instructor:** |  |
| **Phone:**  |  |
| **Email:**  |  |
|  |  |
| **2nd Instructor (if applicable):** |  |
| **Phone:**  |  |
| **Email:**  |  |

**Programs May Add More Instructors if applicable**

**Application Questions:**

1. All instructors participating in the training need to be teaching reading to adults reading at an approximate grade level of 4 – 8.9 (NRS levels 3 and 4) throughout the 9 months of the training. Teachers working with ESOL students are welcome, but students must score at grades 4 – 8.9 (NRS levels 3 and 4) on the TABE.

Describe the classroom in which each participating teacher will be practicing implementing the new techniques learned in the training including when the class meets (number of days and hours per week), what subjects and levels are taught in the class, how much time can be devoted to teaching intermediate level readers reading each day, how many intermediate level readers are likely to be in the class, how many other students are likely to be in the class, and note if there are other teachers, aides, or volunteers involved in the class.

1. Describe the commitment level of team members to completing the training and implementing evidence-based reading instruction.
2. Implementing evidence-based reading instruction requires change. Does your program have the desire to change the way you teach reading? Has your program participated successfully in other initiatives requiring teacher change? Please describe your program’s capacity and willingness to make changes.
3. Implementation will not require a lot of additional expenses but some new instructional materials might be needed and teachers might need some extra planning time or time to work together. Describe your program’s ability to support participants in successful implementation.
4. An administrator (or someone acting in an administrative capacity) is required to participate. Administrators will complete the modules, attend the face –to-face trainings, lead team planning meetings, and observe implementation in the classrooms. Describe the interest and commitment of the administrator who will be participating.